

Student Learning Assessment

SLA

English Literacy

Performance Task Administration Guidelines for Teachers

Change the Empty Space 2014 Pilot

Assessment Sector

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Alberta  **Education**

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Change the Empty Space

Purpose of the Performance Task

The performance task is designed to engage students in a variety of activities that incorporate the three components of literacy: Awareness, Knowledge and Understanding, and Strategies. (See the [Grade 3 Literacy and Numeracy SLA Information Bulletin](#) for descriptions of the three components.)

The purpose of this assessment is to find out what students are able to do **independently** in order to identify their individual strengths and areas for improvement. The results are to be used to improve student learning and enhance classroom instruction. This performance task is not designed to be a summative assessment.

Performance Task at a Glance

Activity 1: What I Need to Do

The purpose of this activity is to assess literacy awareness. This activity provides students with the opportunity to communicate what they know and need to do in order to complete the performance task.

Slide 1 of the group presentation sets the context for the performance task. Slide 2 provides students with the information they need to **independently** answer the three questions in Activity 1.

Students complete Activity 1 before viewing slides 3 to 8 of the group presentation.

Gathering Ideas – Group Presentation

Use slides 3 to 8 to engage students in thinking about and discussing the ideas they will use.

Small Group Discussion

Students work alone or in groups to think or talk about their ideas. You can help students, clarify expectations, and provide guidance as required.

Activity 2: Make a Plan

After the discussion, use slide 9 to introduce the **independent** planning time.

Activity 3: The Composition

Students work **independently** to complete this part of the performance task. Slide 10 is a placeholder for Activity 3. The composition includes text and at least one visual representation.

Activity 4: Thinking About My Work

After students have completed the composition, use slide 11 to introduce the student reflection. Students **independently** reflect on their work.

Teacher Tips

- ✓ It is **highly** recommended that the performance task is administered near the beginning of the 4 week administration period. This will ensure that there is enough time to assess students' responses and submit the results by October 24, 2014.
- ✓ The performance task can be completed over several short sessions or days.
- ✓ Teachers **should not** record any information for students to view and/or copy.
- ✓ Students use the **Make a Plan** page after the small group discussion.
- ✓ Can students use dictionaries? The purpose of the Student Learning Assessments is to determine what students can do **independently**. This will support the teacher in designing instruction to meet individual strengths and areas requiring improvement. To ensure this purpose can be fulfilled, students are not allowed to use published or personal dictionaries during the performance task.

Preparation for Administration of the Performance Task

1. Review the Group Presentation

- ☐ Ensure the Group Presentation can be projected onto a SmartBoard or other screen.
- ☐ Ensure audio and videos work.
- ☐ Review the supplementary information and teacher tips provided in this document.

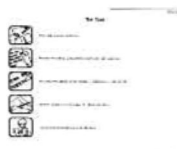
2. Prepare Student Materials

- ☐ Make a copy of the following documents for each student.

Activity 1: What I Need to Do

A template for Activity 1, titled 'What I Need to Do'. It consists of a table with three columns and one row. The columns are labeled 'What I Need to Do', 'How I Will Do It', and 'When I Will Do It'. The table is empty for student input.

The Task

A template for 'The Task'. It features a list of five tasks, each preceded by a small icon. The tasks are: 1. Read the story. 2. Write a story. 3. Draw a picture. 4. Write a poem. 5. Write a letter. The template is designed for students to complete these tasks.

Activity 2: Make a Plan

A template for Activity 2, titled 'Make a Plan'. It is a blank sheet of paper with a header section and a large area for writing a plan.

Activity 3: The Composition (optional templates)

A template for Activity 3, titled 'The Composition'. It provides four different layout options for writing a composition. Each option includes a header, a main body, and a footer. The first option is a simple three-part layout. The second option includes a large box for a drawing. The third option includes a box for a drawing and a box for a list of characters. The fourth option is a more complex layout with multiple sections.

Activity 4: Thinking About My Work

A template for Activity 4, titled 'Thinking About My Work'. It consists of a table with three columns and three rows. The columns are labeled 'What I Did', 'How I Did It', and 'When I Did It'. The table is empty for student input.

Teacher Tip

- ✓ Students may use copies of the blank templates for **Activity 3: The Composition** or they may use their own paper.

Administration of the Performance Task

Activity 1: What I Need to Do

Suggested time: 10–15 minutes

Note: All suggested times are guidelines; there is no time limit on the performance task.

Slide One: The Empty Space

- ☐ Purpose: to set the context for the performance task.
- ☐ Play the video. Replay as many times as necessary.
- ☐ Video voice-over:

Almost every community has some empty, undeveloped spaces. Rural communities have a lot of empty spaces. Small towns have a few empty spaces that can be developed. Big cities don't have very many places that are empty. Think about where you live. Imagine that there is an empty space near your home. Your community has asked for your ideas about how to change the empty space so that it can be used by more people.

Slide Two: Activity 1: What I Need to Do

- ☐ Purpose: to check for literacy awareness. Is the student able to communicate what is known and what needs to be done in order to complete the performance task?
- ☐ Distribute the **Activity 1: What I Need to Do** page to students.
- ☐ Play the audio. Replay as many times as necessary. The audio will pause briefly after each question is asked.
- ☐ Audio:

*Think about your ideas for the empty space.
Using words and pictures, answer the following questions:
What questions do I need to ask? //
How can I find the answers to my questions? //
What are some ways I can share my ideas? //*

- ☐ Students **independently** record their response to the question on their **Activity 1: What I Need to Do** page.

Gathering Ideas

Suggested time: 10–15 minutes

Note: All suggested times are guidelines; there is no time limit on the performance task.

Slide Three: The Task

- ☐ Purpose: to focus the students' thinking and prepare them for the task.
- ☐ Play the audio. Replay as many times as necessary.
- ☐ Audio:

When you write to the people in your community, you may use the ideas you have seen and talked about with your classmates. Be sure to explain how the empty space should be changed so that more people will use it. You will need to:

Plan and organize your ideas.

Present your ideas using interesting words and sentences.

Use what you know about spelling, capital letters, and periods.

Include pictures or other ways to show your ideas.

Check your work when you are finished.

- ☐ Review the information on the slide with your students. Tell the students that they will receive a copy of these instructions after the presentation.

Teacher Tip

- ✓ Give students their own copies of **The Task** page and the **Make a Plan** page after slide 9 of the group presentation.

Slide Four: Who Lives in Your Community?

- ☐ Purpose: to stimulate ideas about who lives in the students' community and what activities community members might enjoy.
- ☐ Play the audio. Replay as many times as necessary.
- ☐ Audio:

Think about who lives in your community and what they like to do. What could you put in the empty space so that more people would use it? Discuss your ideas with your classmates.

- ☐ Facilitate the class discussion and clarify any information generated in this part of the presentation.
- ☐ Encourage students to think about who lives in their community and what activities community members might enjoy.

Teacher Tip

- ✓ Teachers **should not** record any information for students to view and/or copy. This is a class discussion only.

Slide Five: What Do You Want to Do With the Empty Space?

- ☐ Purpose: to generate ideas about what the students could do with the empty space.
- ☐ Play each video. Replay as many times as necessary (there are no voice-overs).
- ☐ Facilitate the class discussion and clarify any information generated in this part of the presentation.
- ☐ Encourage students to think of other uses for the empty space.

Slide Six: What Would You Like to Put in the Empty Space?

- ☐ Purpose: to further the class discussion around what the students would like to do with the empty space.
- ☐ Pictures of various objects, buildings, facilities, and so on appear as you click.
- ☐ Facilitate the class discussion and clarify any information generated in this part of the presentation.
- ☐ Encourage students to think about their ideas and how their changes to the empty space will increase its use by members of their community.

Slide Seven: What is the Best Way to Change the Empty Space?

- ☐ Purpose: to refocus the students on the purpose of the performance task.
- ☐ Play the video. Replay as many times as necessary.
- ☐ Video voice-over:

This student is thinking of ways to change the empty space in her community. She thinks about the people and animals that will use the space. She also thinks about what they like to do. She thinks the people in the community will like her ideas because they are interesting and exciting.

- ☐ Discuss and clarify information from the video with students.

Slide Eight: The Task

- ☐ Purpose: to remind the students how to complete the composition.
- ☐ Review the purpose, task, and criteria with the students.
- ☐ Remind the students that they will be receiving **The Task** checklist

Small Group Discussion

Suggested time: 10–15 minutes

Note: All suggested times are guidelines; there is no time limit on the performance task.

Slide Nine: Small Group Discussion

- ☐ Purpose: to allow students to share their ideas for the empty space and discuss any other aspects of the performance task.
- ☐ Play the audio. Replay as many times as necessary.
- ☐ Audio:

You have heard many ideas about what could be done with the empty space so that more people in your community would use it. Now think about your ideas for the empty space. In groups of 2 to 4, meet with your classmates to share your ideas. Be sure to take turns and be respectful of others.

- ☐ Students meet in groups of 2 to 4 to discuss what they have learned about changing the empty space.
- ☐ The teacher can interact with students by answering questions and clarifying understandings.
- ☐ Students may share their ideas about how they plan to do their writing.

Teacher Tip

- ✓ Students and teachers **should not** record any information at this time. This is a small group discussion only.

Activity 2: Make a Plan

Suggested time: 10–15 minutes

Note: All suggested times are guidelines; there is no time limit on the performance task.

Slide Ten: Activity 2: Make a Plan

- ☐ Purpose: to allow students time to independently plan their responses to the performance task.
- ☐ Distribute **The Task** page and the **Activity 2: Make a Plan** page.
- ☐ Play the audio. Replay as many times as necessary.
- ☐ Audio:

Now it's time to make a plan. You may use the ideas you have seen and talked about with your classmates. Record your ideas on your Make a Plan page using words and pictures. Organize your ideas in any way you like. If you like, you may watch the presentation again. After you have gathered the information you need, you may begin writing about your ideas for the empty space.

- ☐ Review what students need to do as they prepare to communicate their ideas about the empty space.
- ☐ Students can use **The Task** page and the **Activity 2: Make a Plan** page to ensure they've met all criteria.
- ☐ Students **independently** plan using any manner they prefer (colouring, drawing, pictures, words, webs, charts, and so on).
- ☐ You can interact with the students during the planning time.
- ☐ The blank templates that may be used for **Activity 3: The Composition** should be available at this time so students can decide which page formats they want to use.

Teacher Tips

- ✓ Encourage students to plan both their writing and their visual representations at this time.
- ✓ Students can create their own visual representations and/or use a variety of other sources for their pictures, including the Internet.
- ✓ After students have planned their response, it is **highly** recommended that students take a break from the performance task. Students can complete their response after their break or on another day.

Activity 3: The Composition

Suggested time: 20–40 minutes

Note: All suggested times are guidelines; there is no time limit on the performance task.

Slide Eleven: Remember to

- ☐ Purpose: students **independently** communicate their ideas about the empty space by creating their own composition.
- ☐ Students can use the blank templates provided or other writing materials of their choice.

Teacher Tip

- ✓ **Activity 4: Thinking About My Work** should be introduced after students have completed their compositions.

Activity 4: Thinking About My Work

Suggested time: 5–10 minutes

Note: All suggested times are guidelines; there is no time limit on the performance task.

Slide Twelve: Activity 4: Thinking About My Work

- ☐ Purpose: to provide students the opportunity to reflect on their response to the performance task.
- ☐ Show this slide after all students have completed **Activity 3: The Composition**.
- ☐ Distribute the **Activity 4: Thinking About My Work** page.
- ☐ Play the audio. Replay as many times as necessary. The audio will pause briefly after each question is asked.
- ☐ Audio:

Congratulations, you have finished your plan and your composition. Think about what you were asked to do in order to complete them. //

Look at your plan and your composition. Think about your work.

What is your favourite part? //

Think about something you want your teacher to notice about your work. What is one thing you did well? //

If you were asked to do these activities again, what would you change or do differently?

- ☐ Talk about what each “Thinking About My Work” statement means.
- ☐ Students can either **independently** write their reflections or meet with the teacher, one-on-one, to communicate their reflections. (See Teacher Tip)

Teacher Tip

- ✓ If a student responds orally to the statements, please write their responses on the **Activity 4: Thinking About My Work** page or record them so they are available to share with the student’s parents.

Assessing the Performance Task

The purpose of the Literacy Performance Task is to find out what students are able to do independently in order to identify their individual strengths as well as areas for improvement. The Performance Task will only be assessed at the local level.

Classroom teachers are expected to assess their students' Literacy Performance Task and digitally submit results for each student to Alberta Education. The students' performance tasks are kept at the school for reference during teacher, student, and parent conversations.

Assessment Guide and Exemplars

When assessing the Literacy Performance Tasks, teachers will use the:

1. Literacy Performance Task Descriptors (A print version is also available in the [Grade 3 SLA Literacy and Numeracy Information Bulletin](#).)
2. Literacy Performance Task Exemplars (A print version is available on the Teacher Dashboard—see below.)

Accessing the Digital Assessment Tools

The Assessment Guide and the Exemplars will be digitally available through the Teacher Dashboard during the SLA administration period (September 29–October 24, 2014). Information about accessing the Teacher Dashboard is located at <http://education.alberta.ca/departments/ipr/curriculum/student-learning-assessments.aspx>

Contacts

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Toll-free within Alberta: 310-0000

Email: cshelpdesk@gov.ab.ca

Office Hours:

Monday thru Friday, 8:15 a.m. to 4:30 p.m.

The office is open during the lunch hour.

For assistance with questions regarding the content, administration, or assessment of the performance task, contact Deanna Wiens, English Literacy SLA Team Leader (Deanna.Wiens@gov.ab.ca).